

### About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 1,079

#### Book Summary

"Once you learn to read, you will be forever free." These are the words of the great abolitionist Frederick Douglass, who learned as a young slave that education and freedom go hand in hand. Students will follow his life story as they read this book and learn how Douglass's desire for his own freedom led him to become one of the most important civil rights leaders in the United States.

Book and lesson are also available at Levels V and Y.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize to understand text
- Identify elements of a biography
- Recognize and use adverbs
- Identify and understand root words and their affixes

#### Materials

**Green text** indicates resources are available on the website.

- Book—*Frederick Douglass: Forever Free* (copy for each student)
- Chalkboard or dry-erase board
- Dictionary
- **Summarize, elements of biography, adverbs, root words worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **Content words:**

Story critical: **abolition** (n.), **autobiography** (n.), **civil rights** (n.), **editorials** (n.), **inspire** (v.), **literacy** (n.)

Enrichment: **amendment** (n.), **citizenship** (n.), **electrifying** (adj.)

### Before Reading

#### Build Background

- Show students a picture of President Abraham Lincoln and ask them if they know who he is and what he is famous for. Discuss with them the work Lincoln did to lead America through the Civil War and end slavery.
- Next, show students a picture of Frederick Douglass, and ask them if they know of him and his work. Explain that many people worked alongside President Lincoln to end slavery, and Douglass was one of the most persuasive and influential speakers.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

### Introduce the Reading Strategy: **Summarize**

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to find out about in each section.
- Have students preview the rest of the book, looking at illustrations, photographs, captions, and other text features. Show students the glossary and explain its purpose.
- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in each section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*.  
**Think-aloud:** *As I read this book, I am going to stop every now and then to remind myself about the information I have read so far about Frederick Douglass. Doing this helps me remember what I'm reading and makes me think about new information. I can use a chart like this one to help me keep track of the important details. When I finish reading the book, I will be able to tell, in my own words, some of the most important information from each section of the book.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Elements of a biography**

- Ask students to explain the difference between a *biography* and a *story* (*biography*: the story of a real person's life written by someone else; *story*: made up by the author, with characters who may or may not be real). Explain that this book is a biography. A biography includes information about the person's personality, accomplishments, and influence on the world.
- Write the words *Personality*, *Accomplishments*, and *Influence* in a three-column chart on the board. Discuss with students the meaning of each of these words (*personality*: the qualities that make each person unique; *accomplishments*: success achieved through practice or training; *influence*: an effect on someone or something).
- **Think-aloud:** *As I read through each section of this book, I am going to stop and think about what I've learned about Frederick Douglass. As I read, I can organize the information about him into the categories Accomplishments, Influence, and Personality. By categorizing the information this way, I know I will understand more about him and the events of his life.*

### Introduce the Vocabulary

- As students preview the book, ask them to discuss what they see in the photographs. Reinforce vocabulary words they will encounter in the text.
- Model how to apply word-attack strategies. Direct students to page 7. Have them find the boldface word *abolition*. Model how to divide, or "chunk," the word by syllables to read the word correctly. Read the paragraph together, and point out that Douglass also wanted to know the meaning of the word when he was young. Explain to students that *abolish* is the root word of *abolition*. Ask students: *What does it mean to abolish something?*
- Model how students can use the glossary or a dictionary to find a word's meaning. Read the definition of *abolish* from the dictionary, and ask students what they think Frederick Douglass wanted to abolish. Have another volunteer read the definition for *abolition* in the glossary to confirm the meaning of the word. Remind students that they should always check whether a word makes sense by rereading it in the sentence. As time allows, repeat the exercise with other vocabulary words.
- Have students preview the rest of the book.

## Lesson Plan *(continued)*

## Frederick Douglass: Forever Free

### Set the Purpose

- Have students read to learn about Douglass's personality, accomplishments, and influence on America and the world.



### During Reading

#### Student Reading

- **Guide the reading:** Have students read pages 4 through 7. Model underlining important details to help summarize important information and identifying elements of a biography in the first two sections.
- **Think-aloud:** *I made sure to stop reading after these pages to summarize what I'd read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. After reading pages 4 and 5, I've decided that these pages give a snapshot of Douglass as a child. I think the author did this to grab my attention. The section titled "Born a Slave" begins to tell the story of Douglass's life. In this section, I learned that he was born in 1817 or 1818, he never knew for sure. He was raised by his grandmother, but when he was eight years old he was sent to another white family. I also learned that Douglass was forbidden to learn to read because many people thought that an educated slave would just want to be free. I will underline these words and phrases. I will also underline that Frederick read in the newspaper about the abolitionist movement and began to dream of escaping and being a free person.*
- Invite students to assist you in filling in this information on the chart on the board. Have them decide which facts go in the various boxes of the chart. Point out that sometimes not all of the questions (*who, what, when, where, and why*) are answered in every section. Create a summary with students on the basis of the information in the chart. (*Frederick Douglass was born a slave in 1817 or 1818, raised by his grandmother, and went to work for a family in Baltimore, Maryland. There he learned to read and began dreaming of escaping and being free.*)
- Return to the Elements of a Biography chart on the board, and model how to record biographical details.
- **Think-aloud:** *After reading these first two sections, I've learned some details about Douglass's personality as a young person. He wanted to learn to read and be educated, and he dreamed of being free. I will write this on my chart under the heading Personality. He did learn to read, and he studied about abolition. I will write this under Accomplishments.*
- **Check for understanding:** Have students read to the end of page 10. When students have finished reading, have them work with a partner to identify the important pieces of information (*who*: young Frederick, Edward Covey, Anna Murray; *what*: sent to work on a farm; beaten by Covey, joined debate club, met Anna Murray, finally escaped, married Anna, raised five children; *when*: at fifteen years of age, 1838; *where*: New Bedford, Massachusetts; *why*: continued to dream of freedom).
- Have students work together on a separate piece of paper to create a summary of this section.
- Ask students to identify Douglass's personality, accomplishments, and influence from the discussion and their reading.
- Introduce and explain the [elements-of-a-biography worksheet](#). Using information from the discussion, write information on the chart on the board, and have students write the information on their worksheet. Discuss with students the words from the book that support the information on the chart.
- Discuss how Douglass's personality might have influenced his accomplishments. Facilitate the discussion with questions such as: *How would you describe Douglass's personality? What characteristics of his personality might have influenced him to do the things he did in his early life?*

## Lesson Plan *(continued)*

## Frederick Douglass: Forever Free

-  Have students read the remainder of the book. Remind them to underline important details and to use the information learned to identify the elements of a biography (personality, accomplishments, and influence on others).
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy


- Divide students into pairs. Assign each pair one of the remaining sections from the book. Remind them to underline information that answers the questions *who*, *what*, *when*, *where*, and *why* while reading. Have each group discuss the information they underlined in their section. Have them use the information to rehearse an oral summary of the section. When students have finished, have them share and discuss their summaries aloud.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know that I will remember more about Frederick Douglass because I summarized as I read the book.*
- **Independent practice:** Introduce and explain the [summarize worksheet](#). Have students fill in their underlined information, then write a summary for the section they worked on.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss how Douglass's work and actions improved the quality of life for slaves in America.
- **Independent practice:** Have students complete the elements-of-a-biography worksheet. When they have finished, discuss their answers.
- **Enduring understanding:** In this book, you read about a man who worked hard to make his dream of freedom come true and worked hard to make that dream true for all slaves. Now that you know this about Frederick Douglass, do you think one person can change the way a whole country thinks?

### Build Skills

#### Grammar and Mechanics: Adverbs

- Review or explain that *adverbs* are words that describe verbs, adjectives, and other adverbs. Adverbs tell *how*, *when*, *where*, or *how often* the action of the verb happens, and that many, but not all, adverbs end in the letters *ly*.
- Write the question *When?* on the board. Have students turn to page 6 and read aloud this sentence: *He never knew the date of his birth . . .* Ask students *when* he knew (*never*). Explain to students that *never* is an adverb that describes the verb *knew*.
- Have students read the second sentence on page 7. Ask them *when* Frederick arrived (*first*); *first* is an adverb that describes *arrived*. Remind students that many, but not all, adverbs end in *ly*, and the adverb can come before or after the word it describes.
-  **Check for understanding:** Write the following key words on the board: *How*, *When*, *Where*, and *How Often*. Have students work in pairs to find and highlight at least three adverbs in the book and identify the verb, adjective, or adverb that each adverb describes. Some examples include *later* on page 7, *nearly*, *never*, and *more* on page 8, and *later* on page 9. When students are finished, have them share and discuss their list. As students work, clarify the difference between adverbs and adjectives.

## Lesson Plan *(continued)*

## Frederick Douglass: Forever Free

- **Independent practice:** Introduce, explain, and have students complete the [adverbs worksheet](#). If time allows, discuss their answers aloud after students finish.

### Word Work: **Root words**

- Explain to students that a *root word* is the smallest part of a word that can stand alone as a separate word. Often the root word can help the reader identify or infer the meaning of a longer word. Write the word *educate* on the board. Then write *educated* and *education*.
- Explain or review that *prefixes* and *suffixes* are syllables, or groups of letters, added to the beginnings or ends of words to alter or change their meaning or verb tense. Highlight the examples of the suffixes of the words on the board (*-ed* and *-ation*). Explain how *-ed* changed the verb tense of *educate* from present tense to past tense and *-ation* changed the word from a verb into a noun.
- Write the word *owner* on the board. Ask students what the root word is, and write *own* under the word *owner*. Discuss how prefixes and suffixes often have meanings of their own. For example, when the suffix *-er* is added, it changes the word from a verb into a noun. Knowing what the word *own* means (*to belong to, or have possession of*) helps the reader understand what *owner* means (*a person who owns*). The suffix *-er* means *a person who*.
- **Check for understanding:** Write the words *abolish*, *abolition*, and *abolitionist* on the board. Ask a volunteer to look up the root word *abolish* in the dictionary and read aloud its meaning and part of speech. Ask others to identify the parts of speech of the other words, their prefixes or suffixes, and what each word might mean, on the basis of the meaning of *abolish*.
- **Independent practice:** Introduce, explain, and have students complete the [root words worksheet](#). If time allows, discuss answers aloud after they are finished.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students discuss Frederick Douglass's important work as an abolitionist with someone at home.

## Extend the Reading

### Informational Writing Connection

Provide print and Internet resources for students to further research the life of Frederick Douglass. Invite students to add to the knowledge learned in the book by finding three additional facts about his personality, accomplishments, and influence. Citing information from their research on note cards, have students participate in a "Did You Know?" round-table sharing and discussion format. Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

### Social Studies Connection

Provide print, Internet, and other media resources for students to further research the abolition movement and other influential abolitionists. Help students understand that, in addition to President Abraham Lincoln, many people (both black and white) worked to end slavery. If time allows, ask students to create a bulletin board highlighting these historical figures.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- consistently use the strategy of summarizing to comprehend the text during discussion and on a worksheet
- identify elements of a biography; categorize information by element during reading and on a worksheet
- correctly identify adverbs in the text, during discussion, and on a worksheet
- accurately identify and understand root words and affixes during discussion and on a worksheet

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**